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ABSTRACT

In 1986, the National Center for Research in Vocational Education undertook a major research and development activity that attempted to address a number of the critical issues related to school and work. The result was the development of the Connections: School and Work Transitions package, of which this workbook is a part. The workbook presents information to assist young people in developing an experience profile or experience-based resume that documents both work and nonwork experiences and the skills, attitudes, and knowledge gained through these experiences. The Career Passport is a formal document that identifies, describes, and presents the many marketable skills young people have gained. It can be used by youth for applications (work, college, training programs), interviews, job searches, and other situations that call for a resume or a concise description of one's skills and abilities. For employers, colleges, and training institutions, the Career Passport provides improved information for screening, interviewing, and selecting applicants and increases their recognition of skill and knowledge being acquired through nonwork as well as work experiences. (ABL)

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Connections
School and Work Transitions

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

CAREER PASSPORT

STUDENT WORKBOOK

Developed by
The National Institute for Work and Learning
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Published by
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INTRODUCTION

The purpose of this workbook is to help you develop your own Career Passport. The Career Passport is a type of resume. It can be used to help you in applying and interviewing for a job, preparing an application, or planning a career. Your Career Passport will describe the work and non-work experiences you have had. It also will document the skills, knowledge, and attitudes you have gained through these experiences.

Many of the skills you have learned in school, at home, or as a volunteer can be transferred to work settings. For example, skills such as dependability, punctuality, or following directions that you may have learned by participating in a school club, caring for a younger sister or brother, or volunteering in a hospital are important for being successful on a job. These and many other skills are employment related and will show an employer that you will be a valued and valuable employee.

This workbook will help you collect information on your experiences, skills, attitudes, and plans. You will need it to prepare your Career Passport. Completing the worksheets also will help you discover your strengths and weaknesses, plan your education and career/work directions, and explore career options.

As you complete the workbook, keep in mind a number of important points. First, employers want to know as much about your experiences and skills as possible. It is important, however, to be brief and to the point with your responses in each section. Second, you probably have had a wide range of experiences that have given you skills that are important to employers. Therefore, spend some time on each worksheet thinking about these experiences and about the skills, knowledge, and attitudes you have gained from them. Try to list all of your strengths and abilities. Finally, all the information you provide should be accurate, complete, and legible.

The workbook contains nine sections. Each will help you think about and record information about yourself that will be used to build your Career Passport. Before completing the worksheets in each section, read the purpose and think about the information being asked. Complete the worksheets carefully and accurately. Four appendices also are included. Appendix A provides examples of skills, attitudes, and abilities that could be used when completing the sections of the workbook. Appendix B is the Career Passport Summary Form that is used to summarize the information included in your workbook before you prepare your final Career Passport. A sample Career Passport is provided in Appendix C for you to review when preparing your own Career Passport. A glossary of key words is provided in Appendix D.

WORKSHEETS

Personal Information

Purpose: To provide an employer with basic information about you. If you do not have a Social Security number, go to the Social Security Administration office and apply for one. You cannot work without a Social Security number, since it is required by all employers.

Name: _____
first middle initial last

Address: _____
number street

_____
city state zip

Telephone: ( ) _____
area code number

Date of Birth: _____ / _____ / _____
month day year

Social Security Number: _____ - _____ - _____

Education and Training

Purpose: To provide basic information about education and training programs in which you have participated. Regardless of your grades or how you feel about school, there are valuable experiences that you have gained in school. These experiences have helped you develop many skills, attitudes, and knowledge that are considered important by many employers. Employers also are interested in the subjects you have studied and the school activities in which you have participated.

A. **Schools Attended**

Junior High/Intermediate/Middle School: _____
name

Dates: _____ *to* _____
mo./yr. mo./yr.

Address: _____
city state

High School: _____
name

Dates: _____ *to* _____
mo./yr. mo./yr.

Address: _____
city state

High School: _____
name

Dates: _____ *to* _____
mo./yr. mo./yr.

Address: _____
city state

Vocational/Technical School: _____
name

Dates: _____ *to* _____
mo./yr. mo./yr.

Address: _____
city state

Postsecondary School: _____
name

Dates: _____ *to* _____
mo./yr. mo./yr.

Address: _____
city state

B. **Diplomas/Certificates**

When did you receive your high school diploma and/or certificate, or when do you intend to receive your diploma and/or certificate?

Date: _____
mo./yr.

When did you receive your GED, or when do you intend to receive it?

Date: _____

C. **Course of Study**

Program of study in high school (check one):

[ ] college preparatory

[ ] general education

[ ] vocational/technical education program in: _____

_____

[ ] other (explain) _____

D. **Courses or Education/Training Programs Developing Specific Skills or Abilities**

Examples: computer course, fire fighting, business, math, English, electrical, carpentry, plumbing, work experience program, foreign language, history, economics

Course of Program	Description
1. _____	_____
	_____
2. _____	_____
	_____

	Course of Program	Description
3.	_____	_____
		_____
4.	_____	_____
		_____
5.	_____	_____
		_____
6.	_____	_____
		_____

E. **Activities, Awards, Offices Held, and Special Achievements in School**

Examples: clubs, teams, newspaper, yearbook, student government, honors, band, attendance award, VICA, DECA, 4-H, Junior Achievement, scholarships

Activities/Awards/Offices Held/Special Achievements

_____

_____

_____

_____

_____

F. **Special Interests and Favorite Classes or Subjects in School**

Examples: music, math, sports, creative writing, social studies, science, carpentry, plumbing, typing, computers, machine tools

Special Interests/Favorite Classes

_____

_____

_____

_____

_____

Work Experiences

Purpose: To provide information about your paid work experience. Employers are very interested in your work history. It indicates skills you have gained and work attitudes you have developed. Include paid jobs you have held during the summer, after school, during vacations, full time or part time. Include work you have done on your own as well as for a company or business.

A. **Work for a Company, Business, or Individual**
(Begin with most recent job.)

Examples: gas station, restaurant, hospital, farm, newspaper delivery, grocery store, bookkeeper, cashier, construction, department store, clothing store, bank, insurance company

1. Job: _____

Type: full time _____ part time _____ summer _____

Employer: _____

Description/responsibilities: _____

_____

Dates employed: _____ (mo./yr.) *to* _____ (mo./yr.)

Skills, attitudes, and knowledge gained through this job:

_____

_____

2. Job: _____

Type: full time _____ part time _____ summer _____

Employer: _____

Description/responsibilities: _____

_____

Dates employed: _____ (mo./yr.) *to* _____ (mo./yr.)

Skills, attitudes, and knowledge gained through this job:

_____

_____

3. Job: _____

Type: full time _____ part time _____ summer _____

Employer: _____

Description/responsibilities: _____

_____

Dates employed: _____ (mo/yr) *to* _____ (mo/yr)

Skills, attitudes, and knowledge gained through this job:

_____

_____

B. **Working for Yourself (self-employed)**

Examples: babysitting, yard work, tutoring, housepainting, wood cutting, fishing, own small business, snow removal, selling handicrafts, typing

1. Description: _____

_____

Skills, attitudes, and knowledge gained through this work:

_____

_____

2. Description: _____

_____

Skills, attitudes, and knowledge gained through this work:

_____

_____

3. Description: _____

_____

Skills, attitudes, and knowledge gained through this work:

_____

_____

Volunteer and Community Experiences

Purpose: To provide information about volunteer and nonpaid experiences you have had. These experiences could include volunteer activities for an organization or membership in a club. Even though you are not paid for these activities, they show a willingness and ability to work. They also provide an opportunity to develop skills and knowledge and show employers that you are interested in working with other people and in your community. Many people who have little or no paid work experience have gained skills, attitudes, and knowledge through volunteer and other nonpaid experiences.

A. **Volunteer Activities**

Examples: hospital, teacher's aide, library, paper drives, tutoring, recreational programs, museum, children's worker, rescue squad, fire department

1. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

2. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

3. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

B. **Community Activities**

Examples: scouts, fund-raising, political campaigns, clubs, Police Athletic League, religious organizations, Students Against Drunk Driving, charity groups, out-of-school teams, 4-H club

1. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

2. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

3. Name of activity: _____

   Organization: _____

   Duties/responsibilities: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

Family-Related Activities

Purpose: To provide information about your chores and responsibilities around the house or with your family. Employers are interested in the responsibilities you have and the things you do around your home. These activities often provide important experiences that help develop work skills and attitudes. It is important to think about all the things you do around the house or for your family.

A. **Family-Related Activities**

Examples: babysitting, child care, repairing things, care of elderly, shopping, cleaning, preparing meals, laundry, yard work, chores, paying bills, work in family business

1. Task/responsibility: _____

   _____

   Description: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

2. Task/responsibility: _____

   _____

   Description: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

3. Task/responsibility: _____

   _____

   Description: _____

   _____

   Skills, attitudes, and knowledge gained: _____

   _____

Hobbies, Interests, and Achievements

Purpose: To provide information about your hobbies, interests, and achievements outside of school. Many hobbies and personal interests provide people with skills and knowledge that they cannot obtain in other ways. Employers are interested in how you spend your spare time and the kinds of activities you like to do on your own. Employers also are interested in the special achievements, certificates, and awards you have obtained. Many of your hobbies, interests, and achievements show an employer that you have skills and knowledge that could be useful in a work setting.

A. **Hobbies and Interests**

Examples: photography, painting, repairing, cooking, collecting, crafts, sports or games, movies, music, dance, art, model building, swimming, reading, boating, skiing, hunting, fishing

1. Description: _____

   Skills, attitudes, and knowledge gained: _____

   _____

2. Description: _____

   Skills, attitudes, and knowledge gained: _____

   _____

3. Description: _____

   Skills, attitudes, and knowledge gained: _____

   _____

B. **Achievements—Special Awards, Certificates, and Honors**

Examples: driver's license, CPR card, lifesaving certificate, 4-H prize, scholarships, scout awards, writing award, community service award, art prize

1. Award/certificate/honor: _____

   How obtained: _____

   Skills, attitudes, and knowledge gained: _____

   _____

2. Award/certificate/honor: _____

How obtained: _____

Skills, attitudes, and knowledge gained: _____

_____

3. Award/certificate/honor: _____

How obtained: _____

Skills, attitudes, and knowledge gained: _____

_____

Skills, Strengths, and Abilities

Purpose: To provide information about your work-related skills, strengths, and abilities. Employers are most interested in the skills, knowledge, and abilities you have gained through your experiences and activities. In completing this worksheet, use the information you have developed in the previous worksheets.

A. **Skills**

Examples: oral communication, farm management, record keeping, problem solving and decision making, computation, grounds maintenance, building construction, carpentry, mechanical skills, basic office skills, electronic skills, basic shop skills

1. Skill: _____

   How/where learned: _____

   _____

2. Skill: _____

   How/where learned: _____

   _____

3. Skill: _____

   How/where learned: _____

   _____

B. **Strengths and Abilities**

Examples: leadership, punctuality, dependability, artistic ability, reliability, writing ability, ability to speak, sense of humor, team worker, ability to follow directions, working well with others, working well with hands, being organized, physical stamina, ability to speak more than one language

1. Strength or ability: _____

   How/where learned: _____

   _____

Write a short paragraph that describes your strength or ability.

Provide an example from your experiences showing how you have used it.

2. Strength or ability: _____

   How/where learned: _____

Write a short paragraph that describes your strength or ability.

Provide an example from your experiences showing how you have used it.

3. Strength or ability: _____

   How/where learned: _____

Write a short paragraph that describes your strength or ability.

Provide an example from your experiences showing how you have used it.

Plans

Purpose: To provide information about your career and educational goals and plans. Employers are interested in knowing what ideas you have about what you want to do in the future, how you plan to do it, what goals you have, and why you have them.

A. **Job/Career Plans**

Examples: become a secretary, electrician, machinist, carpenter, machine operator, computer programmer, business person, store manager, teacher, nurse, scientist, auto mechanic, lab technician, social worker, self-employed

1. Short-range plans: _____

_____

Reasons: _____

_____

2. Short-range plans: _____

_____

Reasons: _____

_____

B. **Educational Plans**

Examples: complete high school, GED, 2-year college, 4-year college, business school, vocational program, job training program, military training

1. Educational goal: _____

Specific description of educational plans: _____

_____

_____

Reasons: _____

_____

C. **Plans for Personal Improvement**
(This section does not become part of your final Career Passport.)

1. Area of improvement: _____

   Action planned: _____

   _____

2. Area of improvement: _____

   Action planned: _____

   _____

3. Area of improvement: _____

   Action planned: _____

   _____

References

Purpose: To provide employers with a list of adults who can provide information about you. References give an employer a general assessment of your ability and the kind of person you are. Try to select people who know you from different activities such as a coach, teacher, past employer, minister, or volunteer coordinator. ALWAYS FIRST ASK THE INDIVIDUALS IF YOU MAY USE THEM AS REFERENCES.

References

1. Name: _____

   Title: _____

   Company/agency/school: _____

   Address: _____
   number street

   _____
   city state zip

   Telephone: _____
   area code number

2. Name: _____

   Title: _____

   Company/agency/school: _____

   Address: _____
   number street

   _____
   city state zip

   Telephone: _____
   area code number

3. Name: _____

Title: _____

Company/agency/school: _____

Address: _____
number street

_____
city state zip

Telephone: _____
area code number

APPENDICES

Appendix A: Examples of Skills, Attitudes, and Abilities

accepting of criticism
accurate
artistic/musical skills
assertive
athletic ability
bilingual
building things
careful
caring
classifying
communication
considerate
cooperative
creative
decision making
dedicated
dependable
detail work
energetic
enthusiastic
fixing or repairing
flexible
follow directions
helping
honest
initiative
insightful
leadership
learn quickly
listening
logical
mathematics
neat
operate tools/machines
organized
patient
people-oriented
performing arts
persuasive
precise
planning
problem-solving
productive
punctual
reliable
resourceful
respond quickly
responsible
self-confident
self-motivated
selling
team work
thorough
thoughtful
versatile
willing to try new things
work at several tasks at once
working with people
work steadily on one task
work well with hand tools
work well with others
writing ability

Appendix B: Career Passport Summary Form

PERSONAL INFORMATION

Name:

Address:

Telephone:

Birth Date:

Social Security Number:

EDUCATION AND TRAINING

List schools attended:

Dates attended:

Diploma or Certificate:

Course of study:

Activities, awards, offices held, and achievements in school:

Special interests and favorite classes or subjects:

PAID WORK EXPERIENCE

List employer, dates employed, job description, and skills, knowledge, and attitudes acquired for each:

List work for yourself with description, dates or how often, and skills, knowledge, and attitudes acquired:

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VOLUNTEER AND COMMUNITY ACTIVITIES

List volunteer activities with description and skills, knowledge, and attitudes acquired:

List community activities with description and skills, knowledge, and attitudes acquired:

HOME ACTIVITIES

List tasks or responsibilities with description and skills, knowledge, and attitudes acquired:

HOBBIES, INTERESTS, AND ACHIEVEMENTS

Hobbies and interests—list and describe:

Achievements—list and describe:

SKILLS, STRENGTHS, AND ABILITIES

Skills—list and describe:

Strengths and abilities—list and provide a short descriptive paragraph:

PLANS

Job/career plans:

- Short-range

- Long-range

Education plans:

REFERENCES

List with name, title, company/agency/school, address, and telephone number:

Appendix C: Sample Career Passport

PERSONAL INFORMATION

Name: EDWARD M. NORTHWOOD
Address: 9999 Vermont Avenue
Washington, DC 20011
Telephone: (200) 888-9966

Birth Date: 5/9/67
Social Security Number: 579-90-6055

EDUCATION AND TRAINING

9/81 - 6/83
WDC Junior High School
Washington, DC 20002
Diploma: 6/83

9/83 - 6/86
Washington High School
Washington, DC 20002
Diploma: 6/86 Vocational program in industrial electronics

SPECIAL INTERESTS/FAVORITE CLASSES

Computer programming, English, industrial electronics, business math

ACTIVITIES AND AWARDS

Student aide
Future Engineers' Club
Attendance award

PAID WORK EXPERIENCE

6/85 - present
Crew-leader (part-time)
Vern's Chicken Palace
Responsibilities: plan schedule for four-person crew, take food orders, prepare food, hire employees, balance daily receipts
Skills: punctuality, leadership, responsibility, team member, follow directions, dependability

6/84 - 8/84
Instructional Aide (tutor)
DC Public Library
Responsibilities: plan daily program and lead activities for a group of young children
Skills: patience, self-confidence, leadership, oral communication

SELF-EMPLOYMENT

Mowing lawns: cared for 5-10 neighbors' lawns during the summer
Skills: following directions, dependable, patience, careful

Child care: baby-sat on weekends for two children
Skills: following directions, responsibility, patience, planning, problem solving

COMMUNITY ACTIVITIES

Church choir: perform with the choir weekly and at special concerts
Skills: dependability, motivation, team member, accepting criticism, punctuality

VOLUNTEER ACTIVITIES

Senior citizen home: read to residents; help write letters, help prepare meals
Skills: responsibility, patience, people-oriented, caring

FAMILY-RELATED ACTIVITIES

Cooking—prepare dinner 2-3 times a week for a family of 2
Ironing—every week
Clotheswashing—every week
Skills: follow directions, complete tasks, careful, thoroughness, responsibility

HOBBIES, INTERESTS, AND ACHIEVEMENTS

Listening to contemporary pop-rock music, cooking, photography, sports (softball and football)

SKILLS

Electronics—2 years of vocational training in high school
Oral communication—learned by working as a crew-leader, library aide, and volunteer
Leadership—learned as a crew-leader and in my volunteer and school activities

STRENGTHS AND ABILITIES

Responsibility and dependability—My fast-food job and work in the library and senior citizen home helped me learn to be responsible and dependable. When I am asked to do things in school or at home, I always complete the job on time and in a thorough way. My friends, teachers, employers, and family can always count on me.

Working well with others—In my jobs at Vern's Chicken Palace and the library, I have learned to work with other people and to be a leader. My school, community, and volunteer activities have taught me to understand people's shortcomings and to consider their needs. I am a good team member who follows directions and considers others.

Self-confidence—I have learned to be self-confident as a result of my work and other experiences. I feel comfortable with my abilities and once I learn how to do something, I know I can do it correctly, promptly, and thoroughly. I can handle myself well in most situations.

CAREER PLANS

Short-range: Electrical engineer apprentice
Long-range: To become an electrical engineer and own my own business

EDUCATIONAL PLANS

Complete a 4-year joint apprenticeship Associate of Arts degree program in electrical engineering

REFERENCES

Ms. Thelma Brown
Guidance Counselor
Washington High School
17 Third Street, SE
Washington, D.C. 20004
(200) 666-7799

Mr. Robert Elwick
Head Librarian
DC Public Library - Branch #4
1156 13th Street, NW
Washington, D.C. 20211
(200) 888-4444

Ms. Jane Sullivan
Manager
Vern's Chicken Palace
3617 Idaho Avenue, NW
Washington, D.C. 20092
(200) 222-5555

Appendix D: Glossary

Ability (abilities)	What you can do now. A skill or talent that you have, either naturally or through experience.
Accurate	Correct; having no mistakes; true.
Achievement(s)	Something that you have accomplished through a special effort or ability.
Activities	Specific actions or gatherings that you have participated in.
Application	A form on which you provide information by writing down your qualifications for a job or for admission (for example, to a college).
Assessment	Evaluation; judging or rating what is good and what is bad about someone or something.
Attitude(s)	How you think or feel about things.
Award(s)	A prize or recognition for something you have done.
Career	The work that a person chooses to do throughout life; a profession.
Career Passport	A document that describes your experiences, skills, attitudes, knowledge, and plans and relates them to your future profession or work.
Career Plan	The thinking out, ahead of time, of actions and goals that relate to your chosen profession or work activities.
Certificate(s)	A document that shows what you have achieved or completed.
Chores	Small jobs or tasks, especially around the house or on a farm.
Communication	The act of sharing thoughts, opinions, or information through speaking and listening or writing and reading.
Community	Your neighborhood, town, or city.
Computation	Working with numbers; figuring.
DECA	Distributive Education Clubs of America
Decision making	Making up your mind clearly and firmly about what to do.
Dependability	Reliability; trustworthiness. Someone who is dependable can be counted on with certainty.
Experience(s)	Active participation in activities or events which leads to your gaining skills, knowledge, or abilities.
Future	Time to come; weeks, months, or years from now.

General Education Development	A certificate (GED) that shows that you have passed a special test and have earned the equivalent of a high school diploma.
Goal(s)	Anything you want to do or be; a result or aim that you want to achieve.
Hobby (Hobbies)	An activity that you like to do for fun or relaxation.
Honor(s)	An award or recognition given for an outstanding achievement or ability.
Interest(s)	Something that excites and involves you.
Interview	A face-to-face meeting between an employer and someone applying for a job or between a representative from a college and someone applying for admission to that college.
Knowledge	Familiarity or understanding that you get through experience or education.
Leadership	The ability to direct, manage, or be in charge of other people.
Legible	Readable; written clearly.
Membership	Being part of or a participant in a group, organization, or club.
Opportunity	A good position or chance to advance yourself.
Options	Choices.
Organization	A group or company that you belong to or work for.
Organized	Able to do things in an orderly, systematic way.
Personal improvement	Making yourself do something better; changing yourself for the better.
Plan(s)	A proposed project or goal; what you want to do in the future and how you intend to do it.
Planning	Developing a plan; thinking out what you want to do and what steps you need to take in order to do it.
Problem solving	Working out how to deal with a difficult question or situation.
Punctuality	Being on time or prompt.
References	People who can provide information about you, your attitudes, and your abilities.
Reliability	Dependability; trustworthiness.
Responsibility (Responsibilities)	Something for which you are responsible or accountable.

Resume	A summary describing your work and school experiences, often submitted with a job application.
Self-employed	Working for yourself, running your own business, rather than working for a business or company (for example, babysitting, shoveling snow, tutoring).
Skill(s)	Expertness, being able to do something well; an ability developed through experience.
Social Security Number	A nine-digit number issued to you by your local social security office. This number is required by all employers.
Strength(s)	Something that you do well.
Task	A piece of work or a job that is assigned to you or expected of you.
Training	Practical instruction or study in a specific skill or for a particular trade, art, or occupation.
Training program(s)	A course or series of courses offering instruction in a specific skill or for a particular trade, art, or occupation.
Valuable	Very useful, helpful, or worthwhile.
VICA	Vocational Industrial Clubs of America
Volunteer	Someone who performs a service or does work willingly without being paid for it.
Weakness(es)	A lack of skill or proficiency; something you do not do well.
Work experience	Paid or unpaid employment; jobs that you have had.
Work-related skills	Abilities that you have that are associated with or connected to jobs or work.

OSU

The Ohio State University